

Psychological Phenomenon of Facilitation as a Specific Type of Teacher's Activity

Психологічний феномен фасилітації як специфічного виду діяльності викладача

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ABSTRACT

The purpose of our research is to show what is facilitation; how to organize facilitative interaction to help the teacher for better guidance that can enhance performance and success for the students; to present the ways of facilitative education at the universities; to show the place of facilitation in the structure of Blocks of Cognitive Activity of students.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also, in our research we used empirical methods, such as statement experiment.

The results of the research. We proved that the process of facilitation in educational activities cannot be understood simplistically. Participating in any form of activity and learning consciously are doing quite different things. The action, if it is imposed by a team of methodologists, teachers, pedagogues, etc., is carried out under pressure on the student, then it is perceived beyond any meaning as a so-called "temporary" necessity. In Psychology the following attributes of a person are recognized: a student's consciousness and activity; attributes of the psyche, such as subjectivity, activity, adaptability; attributes of the person's consciousness – the experience, knowledge and attitude; attributes of the activity – the awareness, purposefulness, motivation.

Conclusions. We can unmistakably outline the role of facilitation in these interacting blocks of cognitive activity of students. Facilitation involves changing the teacher's position in the learning process. Updating his/her pedagogical activity in all its directions (blocks), the teacher skillfully facilitates – manages, directs, helps students in their educational activities. As a result of pedagogical activity, a certain new formation appears. So, it is a process of facilitative interaction, where the main figure is the student himself/herself as the subject of his/her own cognitive activity. Meanwhile, the teacher only uses all the possibilities of the educational environment, directing the activity of the student in order to further in-depth developing of his/her personality.

Key words: facilitation, a specific type of a teacher's activity, facilitative education, facilitative interaction, changing the teacher's position in the learning process.

Introduction

Facilitation is a multi-faceted, complicated process. It extends beyond the traditional behavioral teaching management techniques recommended to deal with students with disruptive behavior. Teachers should develop caring, supportive relationships with and among students; organize and implement instructions in ways that optimize students' access to learning (Гончарук & Онуфрієва, 2018). Also, teachers may use group management methods that encourage students' engagement with academic tasks. They have to promote the development of students' social skills and self-regulation and use appropriate interventions to assist students who have behavioral problems or problems with studying different subjects.

Scientists (Alahmadi, Shank & Foltz, 2018) also believed that if students were actively engaged into their lessons, they would be less likely to misbehave. Other theorists (Gathercole, Pickering, Ambridge & Wearing, 2004) also believed this as well. If lessons are precise and completed at a steady continuous pace, students will have little time to misbehave or to get into conflicts (Conners, 2009). When students are engaged, they are concentrating at the lesson and focus on learning, and it prevents a lot of problems (Falé, Costa & Luegi, 2016). It is important for the pupils to be a part of the decision-making processes (Dale & Duran, 2011). If pupils are having fun, they will be engaged (Heidari, 2019). When they are engaged into a lesson, they will not think about misbehaving, and will be focused only on the task (Mykhalchuk & Bihunova, 2019).

According to scientists (Rezaei & Mousanezhad Jeddi, 2020), students should play an active role in setting classroom rules. By allowing the students to help to create the rules, they are participating in classroom community facilitative building. Everyone is working together and is able to understand the rules clearly.

Teacher needs to focus their attention on entire class and must not talk over students' chattering. At times when it is si-

lence, the process of studying also has to be effective (Gathercole, Pickering, Ambridge & Wearing, 2004). Students should know what is going to happen in the class and have to monitor or to check progress. A teacher should move around the room, so pupils have to pay their attention more readily and give pupils non-verbal cues (Hecht, Torgesen, Wagner & Rashotte, 2001). Lessons should be planned to ensure that the period of lesson time is filled with learning activities (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh & Shanahan, 2001). A teacher should have a knack to memorize students' names as quickly as it was possible. It enhances class control and confidence of the teacher.

As it was stated above, class facilitation is the creation of appealing environments for students' studying. Classroom facilitative strategies are tools that teachers can use to create such an environment, ranging from some activities with the aim of improving the relationships between a teacher and pupils, with rules for regulating students' behavior (Drigas & Karyotaki, 2017). Only when management efforts are not successful, teachers need to resort to reactive and controlled strategies. Therefore, it is important to distinguish between preventive and realistic classroom facilitative strategies (Greco, Canal, Bambini & Moro, 2020). There is a difference between strategies that are used to prevent behavioral problems and strategies having been used to respond to problem behavior (Engle, 2002). For example, the establishment of rules and procedures for favorable relations between pupils and teachers are considered to be preventive strategies, while disciplinary interventions, such as prevention or punishment, which are considered to be reactive strategies (Shiva, Bhardwaj & Phani Krishna, 2017). While it is generally believed that prevention strategies are more effective than reactive ones, but sometimes reactive strategies are needed to reduce the destructive or other undesirable behavior of the learner (Alyami & Mohsen, 2019).

So, **the purpose** of our article is: to show what is facilitation; how to organize facilitative interaction to help the teacher for

better guidance that can enhance performance and success for the students; to present the ways of facilitative education at the universities; to show the place of facilitation in the structure of Blocks of Cognitive Activity of students.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also, in our research we used empirical methods, such as statement experiment.

Results and their discussion

Learning requires a teacher to help the pupils to understand the learning materials. What the teachers observe through the learning environment, many students do not stay passive but only active. Thus, the teachers need to create an environment that pushes the students to learn the learning materials. This beneficial environment can give a scope for the students to participate in a great degree in learning materials. Participation is likely to help the teacher for better guidance that can enhance performance and success for the students (Arrington, Kulesz, Francis, Fletcher & Barnes, 2014).

Firstly, facilitative education should be by knowing the structure of the Ukrainian society and era we live, keeping in the mind the requirements and needs of any improvement activities to be done. Nowadays we have to make students to love the lessons, to help and facilitate them in good manners otherwise a pupil may hate both a teacher and a lesson and as a result he/she will not achieve and will fail. A teacher wouldn't behave just as an officer that does his/her job according to the curriculum and after a lesson gets away, but behave himself/herself as a parent providing students a help, love. In such a way, facilitative things would be more useful during the processing of this subject (Івашкевич Ер. & Комарніцька, 2020).

Of course, as it happens usually extremism is not good, even if our students don't find everything ready. When we help them, we should keep the balance otherwise students will become lazy and want to find everything ready. They might think that we don't need to study hard and whipping effort however our teacher will help us, and could not make mental exercises (think a lot) (Alahmadi & Foltz, 2020). Again, without helping them and letting to study alone may push them to pessimism and they may not succeed (de la Garza & Harris, 2017). The students might become despair and then give up. In this aspect, the soft language, a friendly face and an optimistic heart facilitate pupils to get success in the training course.

A separate group of facilitative tasks is a group of unforeseen situations that represent various reinforcement strategies with the aim of improving the behavior or activities of students. These processes include preventive and reactive strategies. This group of tasks can be classified into three types: independent, interdependent, and dependent group contingencies. *Independent group contingencies* refer to reinforcement interventions that apply the same assessment criteria and reinforcements to each student. *Dependent group contingencies* refer to interventions that require a single student (or a few students) to reach a designated criterion in order for the whole group to receive reinforcement (e.g., when a student attains a 100 percent score on a test, the teacher will hand out presents to the entire group). *Interconnected group of unforeseen situations* require that whole groups of students reach a certain criterion for obtaining reinforcements (for example, team members need to cooperate for a team project, and the whole team gets an estimate for their final product). Returning to preventive-reactive classification, both preventive and reactive strategies can be applied to the whole class population (for example, by discussing class rules or giving group conclusions) or to some individuals (for example, allowing a student, who is easily distracted, to sit alone during independent seatwork or placing a student temporarily outside the

classroom when showing disruptive behavior) (Astle & Scerif, 2017).

So, we believe that the facilitative process is incomplete if non-verbal means, which are not used at the lessons. The use of non-verbal means of communication, such as gestures and facial expressions, is a very useful way of discovering the meaning of words for first-year students, since this can avoid long explanations in both the mother tongue and the language having been studied. Teachers can use gestures and facial expressions to specify the meanings of new words or phrases, and to organize tasks for the group's speech activity. For example, "Sit down" instruction can easily be accompanied by mimicry and gesture that will help understand the disclosure of the meaning of this expression. So, you can reveal the meaning of the words "drink", "eat", etc. Teachers have to use a number of gestures to control the class: *listen, all repeat, get into pairs, pay attention, wrong, try again*. These words are also facilitative ones.

Facilitative oriented language teaching aims are not only giving students practical knowledge of Grammar and target language, but also, they have to develop the understanding of how the language is used for a natural process of communication. Formal aspects of language – Grammar, Vocabulary, Phonetics – are presented in the facilitative contexts, so that students develop a direct understanding of how these forms have to be used in speech.

The facilitative method dramatically changes the traditional approach to the use of Grammar rules, when students firstly report all knowledge of Grammar phenomenon. Now their consciousness is directed at solving different speech problems; and rules-instructions have to be given at certain doses during the whole process of automation, help to arrange a speech unit. This approach to the use of rules is called by us "*quantization*".

So, we'll propose our own examples of exercises for actualization of the facilitative interaction at the English lessons, which were provided by us for students of the first course at non-

specialized faculties at the universities. The experiment lasted during February-March, 2023 at Rivne State University of the Humanities. 136 students were participated at this stage of the empirical research.

The example of exercises for actualization of the facilitative interaction at the lessons at the universities

I. Fixing on new, unknown material (speed drills).

The teacher names the first word or phrase from a new lexical model. Students will come up with an entire sentence using the desired structure. The bottom line is that the task should be carried out at the proper pace to maintain a great interest and students' attention. As soon as the pace becomes feasible for students, it is necessary to increase it, so that the exercise was all the time stimulating.

II. Chain Exercises (chain drills).

One student turns to another, saying, for example: *"Hello. My name is George. What's your name? Tell about your preferences in studying at the university"*.

The other one answers: *"Hello. My name is Mary. Different people have different learning preferences. There are many models which can be used to describe these preferences. Learning styles is one that accounts for learner these differences, which can be useful in understanding the different ways we study. It can also be useful to know your strengths and use them to enhance learning."*

Learning style refers to a student's specific learning preferences and actions. One student may learn more effectively from listening to the instructor, while another prefers to listen and take notes. Another person learns more effectively from reading the textbook, while another student benefits mostly from charts, graphs and images the instructor presents during a lecture. It's important to note that people don't necessarily have a single definite style. Students can use different styles in different situations, but they often tend toward specific preferences.

Learning style is important in colleges and universities. Each different style have to be described later in more detail, has certain advantages and disadvantages compared with other styles. None is "right" or "wrong." You can learn to use different styles more effectively.

Instructors also have different teaching styles, which may or may not match up well with students' learning preference. Although you may personally prefer a certain style of teaching, you cannot expect that your instructors will use exactly such learning style that you prefer. Therefore, it is important to know how to adapt yourself to teaching styles.

It is important to note that there are many criticisms of the learning styles model. Some researchers say that there is no evidence that identifying a learner's style and then teaching to it accordingly results increased students' outcomes. Another criticism is that identifying one single learning style or method of learning and focusing on it alone can result in ignoring the other learning modalities, and this could ultimately hamper learning. It is much more useful to think of it like this: if you recognize a learning strength, then use that strength by adding more of it to your learning strategies. But don't stop using the other modalities. For example, if you discover that listening is a strength for you, then it would be useful for you to add listening activities to your coursework, such as downloading lectures and re-listening to them while you are doing other activities (riding the bus, going for a run, or doing the dishes). But listening to lectures on your phone should not replace attending classes, practicing concepts by doing homework questions, or working together in study groups – as these are all things that can enhance your learning as well.

I wish all students to learn the following theories and see if any of the concepts resonate with your own mind" (Learning Preferences and Strengths, 2023).

Then Mary returns to another student and asks: "What's your name? Do you know what it is Multiple Intelligences?"

The student answers: *"My name is Nick. We often associate learning at the university with strengths in reading and writing. Though it is true that reading and writing are the most important skills having been used in many courses. You can also apply other learning strengths to contribute to successful learning.*

Also, different systems have been used to describe the different ways by which people study. Some students describe the differences between how extroverts (outgoing, gregarious, how to be sociable) and introverts (how to be quiet, private, contemplative people) in the process of studying. Some people prefer divide people into "Thinkers" and "Feelers."

A popular message is Multiple Intelligences, based on the research written by Howard Gardner. H. Gardner proposed that there were eight different ways of learning, creating things and solving problems. Everyone uses all eight of these intelligences; however, for each individual some intelligences are areas of strength, while others are weaker, leading to different preferences in learning. So, eight multiple intelligences are:

1. Verbal (preferred lexical units).
2. Logical (preferred Math and Logical Problem Solving).
3. Visual (preferred images and spatial relationships).
4. Kinesthetic (preferred body movements and actions).
5. Rhythmic (preferred music, rhymes).
6. Interpersonal (preferred different types of group activity).
7. Intrapersonal (preferred introspection and independence).
8. Naturalist (preferred nature, natural categories).

Here is a more detailed description of different types of intelligences:

The Multiple Intelligences

The type of intelligence	Description
"Word smart" Verbal-Linguistic Intelligence	The capacity to use language to express what's on your mind and to understand other people. People who are high in this intelligence are sensitive to language, meanings, and the relationship of words. They engage easily with vocabulary activities, grammar, poetry, essays and plays.

<p>“Logic smart” Logical- Mathematical Intelligence</p>	<p>People with a highly developed logical-mathematical intelligence understand the underlying principles of some kind of a causal system; or can manipulate numbers, quantities, and operations. Abstract thinking, counting, organizing; and logical structures are preferred by people high in this intelligence. They also like critical thinking activities, breaking words into smaller parts and reassembling them.</p>
<p>“Picture smart” Visual- Spatial Intelligence</p>	<p>People strong in this intelligence have the ability to represent the spatial world internally in their minds. Spatial intelligence can be used in the arts or in the trades and sciences. Those who are spatially intelligent and oriented toward the arts, are more likely to become painters or sculptors or architects than, say, musicians or writers. These people tend to be keen observers, able to think in three dimensions, and like to use metaphors. Learning materials that work well for them include: graphs, charts, colour codes, guided imagery, pictures, posters, and mind maps.</p>
<p>“Body smart” Bodily- Kinesthetic Intelligence</p>	<p>Body smart people have the capacity to use their whole body or parts of their body –hands, fingers, arms – to solve a problem, make something, or put on some kind of a production. These people have good body control and fine motor skills; and are often active and animated. They need “hands-on” learning opportunities, like shop, labs, games, skits, and plays.</p>
<p>“Music smart” Musical Intelligence</p>	<p>Music smart people have the capacity to think in music, to be able to hear patterns, recognize them, remember them, and perhaps manipulate them. People who have a strong musical intelligence don’t just remember music easily – they can’t get it out of their minds, it’s so omnipresent. People will be sensitive to rhythm, pitch, intonation, and can remember tunes and rhythms easily. They tend to like poems, plays, jazz chants, rap music, songs, and musically guided imagery.</p>
<p>“People smart” Interpersonal Intelligence</p>	<p>Those who are people smart have an understanding of other people. Anybody who deals with people has to be skilled in the interpersonal sphere. This is a social intelligence and those who are high in this area are outgoing and interactive; sensitive to others’ moods, feelings, and motivations.</p>

"Self smart" Intrapersonal Intelligence	Self smart people have an understanding of themselves, of knowing who they are, what they can do, what they want to do, how they react to things, which things to avoid, and which things to gravitate toward. They tend to know what they can do. They tend to know what they can't do, and they also tend to know where to go if they need help.
"Nature smart" Naturalistic Intelligence	Nature smart people have the ability to discriminate among living things (plants, animals), sensitivity to other features of the natural world (clouds, rock configurations) as well as a good sense of their surroundings and environment. They are also sensitive to changes around them, both outdoors and indoors.
Gardner later added the 9th type of intelligence: "Life Smart" Existential Intelligence	People with existential intelligence have the sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, the reason for death, and the explanation of how we got here. They tend to be reflective, deep-thinking, and able to design abstract theories. They appreciate multiple perspectives, see connections, challenge assumptions, and push boundaries. They can become scientists, philosophers, and theologians.

It is also important to note that we can continue to develop our intelligence and use Multiple Intelligences to learn content in any course. Our brains continue to grow and develop over time, even into adulthood. Taking into account full advantages of these opportunities for growth can support learning in any course" (Learning Preferences and Strengths, 2023). Students continue this task, each of them adds a new link to the chain.

So, the process of facilitation in educational activities cannot be understood simplistically. Participating in any form of the activity and learning consciously are doing quite different things. The action, if it is imposed by a team of methodologists, teachers, pedagogues, etc., is carried out under pressure on the student, then it is perceived beyond any meaning as a so-called "temporary" necessity. In Psychology the following attributes of a person are recognized: a student's consciousness and activity; attributes of the psyche, such as subjectivity, activity, adaptability; attributes of the person's consciousness – the ex-

perience, knowledge and attitude; attributes of the activity – the awareness, purposefulness, motivation.

All these attributes are directly or indirectly included into the cognitive process. But in the traditional reproductive system of education such attributes as “consciousness”, “activity”, “subjectivity”, “attitude”, “purposefulness”, “motivation” are as some constant, unchanging components. Psychologists claim that they only participate in a wide-ranging activity, which includes: planning, organization, implementation, the analysis of the results, communication in a reference group. Thus, the subject of learning gets access to the awareness of the meaning of cognitive activity. Only on this basis a person can develop meaningful motives, value orientations and, ultimately, the direction of the individual and relationships with others. This formula of “facilitatively expedient activity” (the author’s term) reflects the scheme of reproduction of absolutely new knowledge, having been tested by us in the process of cognitive activity, which will be used to justify facilitation as a separate type of the activity.

Studying in classes at secondary educational institutions implies the task of organizing a special activity with a specific purpose. Any activity contains in its structure some blocks that interact with each other (Pimperton & Nation, 2010):

- block I – block of needs, motives, interests;
- block II – operational and effective one, which contains the system of operations, actions and their goals;
- block III – a block of business and interpersonal communication related to the process of students’ activity between each other and students – teacher activity.

Straight forward and reverse relationships between the components of each block indicate that changes in one block lead to changes in others. These changes can occur both constructively and destructively, which will ultimately lead to the development or inhibition of cognitive activity of students.

So, it is possible to propose regularity, in a view of which it becomes possible to change interpersonal relationships in a group

of students (updating to the 1st block). The activities should be carried out not directly with regard to these relationships, but to the organization of students' cognitive activity (updating the 2nd block). Purposeful restructuring of the stages and goals of the activity (updating the 2nd block), due to the direct dependence on many external factors, will change the nature of relationships in the group (updating to the 1st block). In turn, the changes in interpersonal relationships (updating to the 3rd block) facilitates changes in the 1st and the 2nd blocks, which will contribute to the formation of needs, motives, interests of students, etc. (Fig. 1).

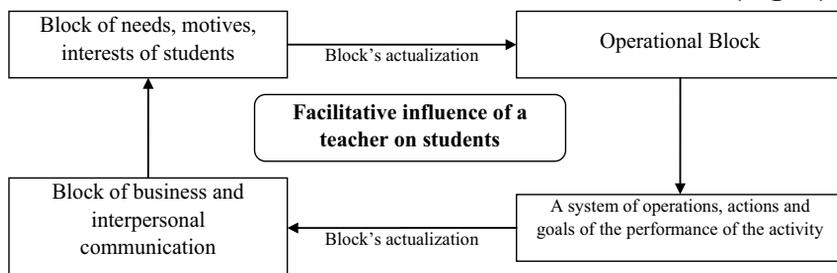


Fig. 1. The place of facilitation in the structure of Blocks of Cognitive Activity of students

Conclusions

Based on the given regularity, we can unmistakably outline the role of facilitation in these interacting blocks of cognitive activity of students. Facilitation involves changing the teacher's position in the learning process. Updating his/her pedagogical activity in all its directions (blocks), the teacher skillfully facilitates – manages, directs, helps students in their educational activities. As a result of pedagogical activity, a certain new formation appears. So, it is a process of facilitative interaction, where the main figure is the student himself/herself as the subject of his/her own cognitive activity. Meanwhile, the teacher only uses all the possibilities of the educational environment, directing the activity of the student in order to further developing of his/her personality.

Thus, facilitation is a specific type of a teacher's activity. Even in ancient Greece, scientists (Phani, Arulmozi, Shiva & Mishra, 2020) said, that a longer way of learning was through instructions, a shorter way was through example. It is this "short path" in knowledge that teachers-facilitators are called to show. In facilitative interaction the subject of the activity can be an individual (a group, a collective), who is clearly aware of his/her own motives, goals and methods of performing future cognitive activity and, in such a way, a student is ready to implement it under any conditions.

Improving students' behavior (for example, their self-control), it is an important goal in many universities, facilitative programs at this moment, while this group of components is not sufficiently represented in the various classifications having been mentioned above. In addition, many activities use both preventive and reactive strategies. Therefore, there are the following classification (or "types") of classroom facilitative interventions, based on their main paradigm:

1) ***Teachers' behavior-focused interventions.*** The main focus of the intervention is to improve the management of teachers (for example, the maintenance of order, the introduction of rules and procedures, disciplinary measures), and thus on changing the teachers' behavior.

2) ***Teacher-Student relationship-focused interventions.*** The main focus of the intervention is to improve the interaction between teachers and students (teacher-student interaction), and consequently, to develop caring and supportive relationships. Only preventive interventions are included into this category.

3) ***Students' behavior-focused interventions.*** The main focus of the intervention is to improve the students' behavior, for example, through group unforeseen events or improving the self-control of all students. Both preventive and reactive interventions are included into this category.

4) ***Students' social-emotional development-focused interventions.*** The main focus of the intervention is to improve the

social and emotional development of students, such as strengthening the feelings of empathy for other children. Both preventive and reactive interventions are included into this category.

It is also clear that the appropriation of facilitative learning activities has a great impact on learning and achievement. The selection, creation or adaptation of such activities is largely informed not only by the profile of the learner himself/herself, but also by the way in which teachers perceive themselves and their own role in the society. These self-images in turn influence teachers' teaching strategies and behavior in the whole class. In this sense, successful teaching depends on the teacher's:

- the optimal involvement into the learning material;
- personal interest in the learner;
- the development of certain personal traits, such as relaxation, openness, originality and spontaneity.

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Хупавцева Наталія, Славина Наталія. Психологічний феномен фасилітації як специфічного виду діяльності викладача.

Метою нашого дослідження є: показати, що таке фасилітація; як організувати фасилітативну взаємодію, щоб допомогти викладачеві отримати найкращі настановлення, які можуть підвищити ефективність і успіх всіх студентів в освітньому процесі; представити способи фасилітативного навчання в університетах; показати місце фасилітації в структурі блоків пізнавальної діяльності студентів.

Методи дослідження. Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Також у своєму дослідженні ми використовували емпіричні методи, зокрема, пілотне дослідження.

Результати дослідження. Доведено, що процес фасилітації в навчальній діяльності не можна розуміти спрощено. Показано, що брати участь у діяльності та навчатися усвідомлено – це досить різні речі. Якщо дія нав'язується командою методистів, викладачів, тощо, здійснюється під тиском на студента, тоді вона сприймається поза будь-яким сенсом, як так звана «тимчасова» необхідність». Визначено такі атрибути особистості, які є найбільшою мірою важливими в фасилітативній взаємодії: її свідомість і активність; атрибути психіки – суб'єктивність, активність, адаптивність; атрибути свідомості – переживання, знання і ставлення; атрибути діяльності – активність, усвідомлення, цілеспрямованість, вмотивованість тощо.

Висновки. Окреслено роль фасилітації у даних взаємодіючих між собою блоках пізнавальної діяльності. Показано, що фасилітація передбачає зміни позиції викладача в процесі навчання. Визначено, що, актуалізуючи свою педагогічну діяльність у всіх її напрямках (блоках), викладач вміло

фасилітує – управляє, спрямовує, допомагає студентам в їхній освітній діяльності. У результаті педагогічної діяльності з'являється певне новоутворення – фасилітативна взаємодія, де головною фігурою є сам студент як суб'єкт власної пізнавальної діяльності. Тим часом викладач лише використовує всі можливості освітнього середовища, спрямовуючи діяльність кожного студента з метою подальшого всебічного розвитку його особистості.

Ключові слова: *фасилітація, специфічний вид діяльності викладача, фасилітативна освіта, фасилітативна взаємодія, зміна позиції викладача в навчальному процесі.*

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